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ABSTRACT

This report by the campus ombudsman at San Diego State College discusses in the preface some ways of approaching the position and the elements to be included in prospective job descriptions. The report begins with a description of the kind of person needed for such a position, how to establish the office and choose the man, the type of office space that is most desirable, and how the time is spent on a typical day. The second section deals with the types of cases that are not handled, such as counseling or legal problems, and a breakdown of the number and types of cases handled. Some individual cases as well as challenges and difficulties are described, and the success of case work is discussed. The third section discusses the many non-case work activities in which the ombudsman is involved, and his potentially useful role in confrontation situations. (AF)

THE OMBUDSMAN: A NEW BIRD ON CAMPUS

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PREFACE: SOME NOTES ON APPROACH

In Scandinavia, Ombudsmen screen out the majority of appeals, and work on only a minority. We try to work on almost all. . . . Governmental Ombudsmen use publicity or the threat of exposure as a strong weapon to influence officials. On the campus, with its different professional reltionships, a quiet and discreet approach works better . . . . An Ombudsman should have some non-salary budget for travel, and to play luncheon host for cooling down sessions between disputants . . . . We rarely attempt to solve a student vs. faculty dispute at one visit. The first presentation often brings bridling resentment which evaporates in favor of reasonable settlement in subsequent discussion . . . . On bigger questions, the original complaint may bear little relation to the true grievance . . . . One must not attach too closely or exclusively to any student group. Students want honesty and integrity even more than they want a 100% partisan . . . . Major changes occurring in 2 to 4 years impress faculty and administration with a giddy sense of breathtaking speed. That rate is an unendurable academic lifetime to students . . . . Many facutly and staff already function in part as trouble-shooting Ombudsmen. Care must be taken to locate them and benefit from their activities, and to avoid working at cross-purposes with them . . . . A concensus must be determined concerning proper changes. No campus can benefit in the long run from having anyone known as fixer for everything, right or wrong, providing enough pressure is applied.

ELEMENTS TO BE INCLUDED IN PROSPECTIVE JOB DESCRIPTIONS

Specific provisions should match local needs in these considerations:

1. Length of term, method of appointment and termination.
2. Clear statement of accessibility to officials, records, committee meetings and minutes, organs of communication.
3. Clarification of his role: is he the faculty's, administration's or the student's man? To whom, if anyone, does he report? Is he responsible or answerable to any official or body?
4. What types of problem can he accept? Is secrecy assured?
5. What help is available for informational and referral functions?
6. What official status does he have in regular campus structures?
7. What ultimate power does he have to advance stalemated but justified appeals?
8. What aspects of the job are left to the discretion of the appointee? Office management? Method of operation? Records kept?
9. Who shall pay his salary, and what strings does that imply?
10. What guarantees are provided for his invulnerablity?

THE OMBUDSMAN AT SAN DIEGO STATE

Nelson F. Norman

Must an Ombudsman be trustworthy, loyal, helpful, friendly, courteous, kind, and able to walk on water? Not necessarily. The Academy provides an abundance of prosaic as well as sensational problems which require no paragon or miracle worker, but an 'etcetera' man who can oil, and on occasion change, the wheels and gears of his institution. There is no model Ombudsman; each practitioner must fit the particular needs of students at his university. Our comments are meant to describe a sample of one experience, parts of which might be useful in other situations.

ESTABLISHING THE OFFICE; CHOOSING THE MAN

The Long Range Planning Board of our student government (the Associated Students Council) originated the proposal to set up an Ombudsman on an experimental basis. They chose to get underway fast rather than to try to outguess all future contingencies, preferring to improve an existing service than to wait until the perfect project was conceived. This permitted them to operate a year or two earlier than other schools where long and elaborate planning sessions ate up the time. Thus the first Ombudsman was handed what amounted to a blank check.

One consideration outweighed all others in the selection among possible candidates: he must be the students' man. Students were to choose him, and the quality of his service was to be judged by students. A full professor with tenure was preferred, to encourage him to move against fellow faculty members or administrators if necessary, without fear of reprisal. Some schools want someone from outside, perhaps a lawyer or psychologist, who can start work with a clean slate. Here the choice was for someone known on campus, with established contacts which could be tapped advantageously. The ticklish problem of choosing someone with credibility for students, and simultaneously for the faculty and administrators with whom he would operate, was handled by a series of informal explorations by student leaders with key members of the other groups on whose advice they had previously learned to rely. Students even offered to pay the salary and expenses of the office to assure the independence of the Ombudsman, but a share arrangement proved workable instead.

I love teaching, so originally proposed taking the position on a part time basis. This is really a triple time job, and to keep one foot in the classroom would be to guarantee doing an inadequate job both places. Should two or three men do it? Should there be a large office staff? They could be kept busy, but building such an empire, tiny as it might be, could well destroy the intimacy and accessibility which are so important. Instead of cutting red tape, a greater tangle might ensue. My tentative conclusion is that the job should rotate, with overlapping terms of perhaps two years, with co-ombudsmen sharing the burden and training their successors. Division of labor can be made between individual case work and improving procedures; only by performing the first can one really understand what is needed in the second.

OFFICE SPACE

"Unpretentious" best describes the converted lower level store room in the Aztec Center (our new student union) which serves as office. Its location on campus is quite handy, and is a reminder that the Ombudsman is the student's man, not the faculty's or the administration's. Furnishings are Spartan Minimal in style: an old desk, an ancient typewriter, a file cabinet, four chairs, no windows, and an orange rug (personal property) purchased to brighten the setting a trifle. A telephone connects with the desk of our student body president's efficient secretary who provides answering service most of the day. The room may be reached inconspicuoualy, without running the gamut of an office staff. Inasmuch as a tenth of the work always seems to be undone each day, the desk top is a heaped shambles of accumulated papers and unread bulletins, brochures, and books.

TYPICAL DAY

Most work is done outside the office. A posted schedule by the door offers this information:

O M B U D S M A N	Nelson F. Norman				Tel. 286-6578	
Tentative Hours:	M	T	W	TH	F	
8:15-9:30	X	X	X	X	X	
2:30-4:00	X	Faculty Senate		AS Council		

Also Available by Appointment at most other times---
Check with Nikki Clay in Organizations Center Office.

This 3 x 5 had lettered notice destroyed one preconception: my expectation of a 'settling down' period at the start of my

term was shattered by a tremendous rush of business which has continued ever since. Still, the tentative hours have become the regular ones, with much the greater portion of time being spent running around campus. I know when the Dean of Admissions has coffee, when the head of that department is in his office, when the secretaries in the administration building might have a moment to help me. Very frequently, even typically, I will discuss problems with from five to fifteen people in the course of a turn or two around campus. The fast walks are healthy as well as productive: they help to reduce the tensions which were not as familiar an adjunct of my history department work.

No one is in the office during my out-on-campus time. The secretary then serves as receptionist, arranging appointments for any time during the day. As I am in and out very frequently, or call in often, rarely is a student delayed for a special conference at times other than the 'walk in' ones posted.

WORKLOAD: PART I. TYPES OF CASE

San Diego State may be described as a healthy institution in terms of knowing it has problems and of being willing to face them. Both faculty and stafff generally have open door accessibility, and are interested in communicating with and helping students. Most problems arise from excessive burdens placed upon personnel, from misunderstandings as a result of overly rapid and uneven expansion.

The Ombudsman serves both as a psychological and practical helper. He makes the mammoth machinery seem less formidable, and he points the way by which the student may seek more confidently the true ethos or soul within the structure upon which he must ultimately depend for solution of his problem.

1. Cases not handled. As I possess no specialized conselling training, and as we have an excellent staff of professionals available, personal problems are almost always referred. Our only service is to help the student over the hurdle of making an appointment, a challenge which sometimes constitutes a real block.

Similarly, legal advice is beyond my ability, so the school is exploring the possibility of providing such service on a regular basis.

No personal grievance faculty complaints (not involving students) are considered. Such service might be needed, but should not be combined with service to students. One faculty member disagreed, saying "Next semester you'll have to handle my complaint. I'm going to sign up for three units!"

Draft problems are refferred to a special advisor.

2. Cases handled. During the last semester, approximately one hundred and fifty non-referral type cases came to the office, and three other major group concerns involving from 10 to 50 students plus weeks of concentrated work. The individual cases can be roughly categorized as follows (excluding purely informational contacts):

a. Records and evaluations----------20

b. Outside college contacts----------24
(Services to prospective students, coordination with community agencies, etc.)

c. Registration (Excluding many routine helps)------ 5

d. Dispute with faculty member or policy----------29
(Plus 40 - 50 in a single group on a very difficult situation)

e. Admission and Readmission to the school----------20
(This does not count a large number of the 600 students denied admission spring semester)

f. Financial difficulty:---------- 4
(Most cases are referrable to Financial Aids Office)

g. College Regulations, fees, parking----------22

h. Residency (In-state tuition determination)-------32

i. Residence halls, apartments, parietal rules------ 9

j. Administrative machinery malfunction----------12

k. Fortunately, many students came in without problems, just to chat for awhile, or to cheer me up in blue moments.

3. Random jottings from three cases. A woman working for a credential wanted it awarded by January, 1969, in order to support her family. Coursework had been completed, but major errors in filing applications made her ineligible. The degree of confusion could not ordinarily be surmounted for months beyond January, if at all. Ultimately, the decision rested on determining whether the penalties for her filing errors should be waived.

We secured a complete file of her graduate and undergraduate work, copies of her application for graduation, copies of her credential evaluation, and seven typed pages of notes on all facts in the case. Long interviews with the woman, with faculty involved, with the head of the credential program, and with the Dean of Admissions narrowed the decision to one on whether the fault

lay with the institution or with the woman's negligence. I respect the procedures, and realize that with several students pressing for each place, waivers can not be granted lightly. All parties agreed to accept my judgement, based on my review of the most complete file on the case. This persuaded me that the woman was hyper-conscientious on all counts, and had misinterpreted a crucial section in the set of directions. My letter to the head of Elementary Education stressed the non-routine nature of the waiver I was requesting , and that only for these very special circumstances was it merited. The appeal was granted. (15-20 contacts)

A non-tenured professor was released. His sense of deep hurt affected his last semester, and he shifted from his rather lenient grading policy to failing from forty to fifty students.

A professor's grade is a sacred prerogative. A long and elaborate but previously unused procedure existed for correction of "grossly unfair" cases, making sure that the prerogative was not sidestepped.

Students had panicked, fearing the draft, non-graduation, and ineligibility for graduate school. We secured all records, interviewed the students, and went through all required steps, informing the professor at each of them. In one emergency we needed support from the college president immediately, interrupted him during a conference in his office, and he came out to help as needed. When the professor ignored our invitations to sit in on all hearings, we asked AAUP to appoint an observer to protect professorial interests. The "F" grades were replaced by "CR" which gave the students credit in the course, with neither help nor hurt to his grade point average. (200 or more contacts in total; at least one-third of time and worry for a semester. Permanent benefit is opening of channels.)

Approximately 600 students are ruled ineligible for in-state status for fees, beyond those 300 clearly designated as foreign students. A significant portion of these are due to ambiguities and inequities in the law. Thirty or more students came separately to my office to give histories. Our college personnel were acting properly as the law is written; our efforts were directed to changing the law. The process is now underway at the state level. (40 contacts, including pleasant and encouraging work with the Assemblyman and his staff.)

4. Challenges and difficulties. The greatest problems of his job are to find and budget time. As this office is responsible to no higher authority, I am even denied the satisfaction

of resenting outside direction, and I admit promptly to being the worst boss I have ever had.

Much work has been done, with insufficient let-up, and fatigue has promoted inefficiency. Advice to successor: arrange an afternoon off each week, and take a long week-end now and then. Not only will you do a better job, but you may get a chance to visit the library and read a book.

A difficult problem exists when I must pursue complaints against a faculty or staff colleague who is an acquaintance or a friend. Thus far, I can still enter any office, although frequently a groan arises whenever I appear, whether on business or not.

The office has one additional hazard in faculty relations. To accept the appointment, I was placed on leave from my department and division, although I retain certain participatory rights. Thus, with a non-classwork schedule and an office away from usual haunts, ordinary casual relationships are lost. Some personal professional politicking is also sacrificed, but is compensated for by exposure to additional avenues throughout the institution.

5. Degree of success in casework. Satisfactory solutions have been worked out in a far higher proportion of cases than expected. Some students had hopeless cases (such as deserving students denied admission for spring semester because they had been forced to drop out a semester to work), but we pursued all until the final decree was insurmountable. As a guess, perhaps two-thirds to three-quarters of the students got the service they applied for, one-fifth had cases which would require restructuring the whole institution or persuading the governor to change his mind, and five to ten percent were not successful due to my mishandling or other circumstances.

One disheartening feature: a case solved is instantly forgotten in the rush of business, whereas the unsolved one gnaws on conscience and contributes to sleepless nights.

The initial backlog of cases has slackened somewhat. Requests for service vary widely, responding to certain deadlines or activities going on throughout the campus.

One feature has impressed me particularly. Students on the whole do not come with trivial concerns. Their grievances are real, and most merit full consideration. They are polite and patient, often to a surprising degree. And they do appreciate the efforts of the institution to take enough additional interest in them to establish this extra service.

WORKLOAD: PART II, NON-CASE WORK ACTIVITIES

1. Public relations. To inform students and the broader public of this service, particularly upon its inauguration, many promotional routes were followed. Among these were: being available for presentations and discussions at many clubs, religious foundations, fraternities-sororities, and meetings on-campus. Also included were appearances on radi and television, utilizing media of former employment. Interviews with the college and city papers produced very helpful descriptive stories which helped get the service off to a quick and busy start. Recently, evaluative appearances before specialized audiences such as educators, business groups, other faculties, have superseded the earlier activity.

2. Student government. We have a mature, developing, and earnest student government. My share in their endeavors is to attend their weekly formal meetings, and then to participate as much as possible in their informal brain-storming sessions. Many significant changes are occurring, which seem to be a most hopeful sign of real participation in campus affairs as well as communication among different levels.

3. Faculty senate. Attendance at these meetings keeps me in contact with professional colleagues, and abreast of the policies which they are proposing for the institution. Frequently when student affairs are involved, they use me as a resource person.

4. Committee meetings. Although it would be impossible to be as active here as is expected of the usual faculty person, some are indispensable and require looking in on them. I am invited to all committees in which something could be gleaned for my position, and out of these have come some directly useful results. Other committees, such as the Faculty-Student Relations Committee, and special ones such as that which I chair dealing with Early Registration (affecting early payment of fees by impecunious students) are essential.

5. Liaison with other colleges. "What are the other schools doing?" is a guide to action in this occupation as well as most others in the academic world. Contacts with other colleges and universities in the state, and with their Ombudsmen where present, have been most helpful in providing perspective for chores here. Particularly useful was an intense visit at San Francisco State, where invaluable lessons were gained during diagnosis of what transforms an activist situation into a militant one.

6. Work with the legislature. On two problems in particular, solutions to campus problems must be sought outside. These are the determination of residency for in-state tuition purposes, and the acquisition of funds for an expanded loan program. Assemblymen Jim Bear and Wadie Deddeh have kindly cooperated with our

efforts in these directions, and we gratefully acknowledge their assistance in this traditional aspect of the Ombudsman's role. Eventually Ombudsmen may expand this activity by combining to form an effective lobbying instrument.

7. Student Activities Office. Perhaps no other office so effectively incorporates students into the total community life of the college as does this one. Students must not be regarded simply as the substratum, like the feudal serf, upon which the whole system rests. Cooperation in supporting this view has led to significant programs at this institution, and I believe in their approach as well as share in their experiences and planning sessions.

8. Student Ombudsmen: TEPO. TEPO is the Aztec word for friend. Prior to the foundation of the Ombudsman's position, students in the Business Division had set up their own self-help structure using Tepo as a watchword and identifying lapel symbol. As is true in many schools where student ombudsmen have been instituted, the experiment had certain drawbacks: lack of continuity, inadequate status, insufficient experience with academic machinery, etc. We believe in the overall idea, and are working closely to coordinate Tepo activities with ours. Thus, problems can be divided according to those which can best be handled by a faculty man and those which can be handled by a student. They also can be pursued by students until faculty help is needed, whereupon this office is available. The service has had most success at registration time with orientation-type assistance.

9. Experimental college. Two able and energetic students inspire a cluster of enthusiastic innovators from headquarters in this same Aztec Center. Some of the most able students and faculty work in various parts of their program, and I find it useful both informationally and from a pleasure standpoint to try to keep pace with their efforts. Involvement in these concerns transforms students from "issues oriented" to "procedures oriented" campus figures, and they learn how much work is required to accomplish anything good. That they accomplish it is admirable enough to merit serious consideration for inclusion in the regular curriculum for some of their courses, while providing informal intellectual stimulation with the others.

10. Administrators. The President, Vice-President, Dean of Students, Dean of Admissions, Dean of Counselling, the Registrar and all other administrators have made themselves and all necessary records and help available at any time. I view my office as one in which problems should be solved as far down the chain of command as possible, and hope to bring few cases to the top. Thus when I do ask for help, it is immediately given on the understanding that their specific assistance is necessary. This is not a new policy in essence, for an open-access situation has existed here

before. My role is less that of an innovator than of an expediter.

11. Committee on Contemporary Curriculum. Student aspirations almost always incorporate curricular proposals. Black Studies and Chicano Studies head the current list of innovations, but this office suggested the broader title of Contemporary Curriculum as a guideline for accelerated expansion of course offerings. Today pressures are strongest in one or two directions, but we must be ready for tomorrow with its changing relationships. A heartening measure of cooperation typified the strong efforts of this entire academic community in developing 19 new courses for this spring on an experimental basis, while aiming to establish whole separate permanent departments as quickly as possible.

12. Financial aids. A separate office is devoted to these concerns. Our task is primarily to work with the director of that office to understand (for referral purposes) what types of funds are available under which circumstances. An additional long range area of common endeavor is to seek additional private and public money in order to help an expanding number of students in need. The Ombudsman acts only as a catalyst in this situation, bringing together the information or people helpful to the director.

13. Faculty Register. This semi-underground publication evaluating instructors was published by an individual for four years, but with his departure it ceased. We had encouraged him then to provide what we consider a useful service (sometimes more appreciated by students than by faculty) and are now striving to re-institute it on campus under the sponsorship of a service fraternity.

14. Aztec column. Our student newspaper prints my weekly column called "The Ombudsman's Corner". This serves to disseminate information to many students with similar problems who thus save a trip to our office. We also try to inject some interpretative materials on the operations of the college, plus suggest lightly some attitudinal alternatives to ease change. In this latter sense, one column listed my 15 "proposals" (not demands) and suggested their negotiability. Most were ultimate ambitions such as payment of a GI Bill type support to all students, but the 5th, 10th, and 15th appealed for doubling, tripling, and quadrupling the Ombudsman's salary. Our aim was to suggest mildly that for reality of accomplishment, ultimate aspirations are splendid, but that compromise is essential to achieve a better reality.

15. Enrollment crisis: spring registration. An excess of between two and three thousand continuing students, more than the total student body at many schools, appeared unexpectedly for fall registration. No extra funds, professors, or rooms were provided, so the spring budget was drained for them. Then we collaborated in dozens of meetings to study how to curtail spring

enrollment equitably but sufficiently to fit the curtailed budget. This problem arose from inadequate state support for rapidly expanding higher education, but cushioning the shock was left to the school, with the after-shocks still continuing. The Faculty Senate is proposing registration now for next fall, with payment of fees as earnest money to prevent repeated surprises. My assignment is to head a hardship committee to protect students without advance money.

16. Establishment of new committees. Committees tend to proliferate, and we spurn obeying Parkinson's Law. Yet genuine additional services must be provided to students, so we are working to design and gain acceptance for new "gears". They must have real, not merely consultative or advisory, power. One such is parallel to the Committee on Faculty-Student Relations (on which no students sit). It will be a Grievance Committee of original as well as appellate jurisdiction, and with applicability to a wider range of problems.

17. Student participation on new and existing committees. Our administration and faculty were already embarked on a program to get students involved to the optimal degree in the real decision making life of the college. The Ombudsman has a unique opportunity to "touch all bases" in view of the total perspective which can be useful in working toward a pattern of governance most suitable to a particular academic environment.

18. Conventions. Inauguration of Ombudsmen seems destined to take a crescendo course. One valuable activity is the exchange of information statewide and nationwide. A 'first national convention' was held under the auspices of the University of Detroit in 1968. A similar set of sessions (in which this Ombudsman will share) is tentatively scheduled for San Francisco May 4,5,6, 1969, under the direction of the same organization which set up the first successful meeting. Information can be obtained from: T.A. Emmet, President, HIGHER EDUCATION EXECUTIVE ASSOCIATES, International Inn, Suite 412, 5440 Cass Avenue, Detroit, Michigan 48202.

19. Faculty organizations. These groups are excellent allies and aware leaders in the trend to upgrade the role of students. Much time is spent working with them, of which two samples must suffice for this compressed space. With the AAUP, we work to test their "Statement On Rights And Freedoms Of Students" against our practices here. In most instances students are provided for better than the statement proposes; where that is not the case, we set up machinery to rectify it. With the Statewide Academic Senate, we joined the subcommitte on Student Affairs to report on what we were doing and to study how to improve the situation. With the American Federation of Teachers, we secured valuable information of the statewide situation, and, in cooperation with the local chapter, we took part in several ad hoc campus

activities and convocations with the mutual aim of maximizing real and attainable benefits to students.

20. Minority groups. This aspect of campus life receives by far the greatest amount of attention today, and deservedly so. We must submit that the attention is not always based upon accurate reports, nor is it always helpful or productive. The impact differs markedly from campus to campus; generalizations should be undertaken hesitantly. We offer just one: Violence has shown to be thinkable rather than unthinkable at other state colleges and universities. Our minority goups can draw upon that capital here, and without resorting to violence, can expect maximum cooperation in the attainment of their real aims from members of the academic community who would prefer to change our environment than to destroy it. However, we hope that we have indicated that there are many other concerns on campus, and response to them must not await confrontation and controversy.

Fine leadership in Educational Opportunities Program cares for many minority group concerns. A large number of faculty volunteer their assistance; I was a member of this group prior to taking the Ombudsman position. At present, my role with the individuals in these groups is expanded over what it was previously, but, as Ombudsman to all students, my special service to these groups is much less than that of several dedicated faculty members. Indeed, at times a minority group student has done me more good than I have for him, as when I have tapped one of their members to help me provide assistance in the outside community.

CONFRONTATION

At least two Ombudsmen we know refuse to take any direct part in confrontation proceedings. We share their belief that our role is primarily to help students solve their individual problems before they expand to group size or escalate to extra-procedural action.

However, possesssors of this unique position may occasionally prove helpful in emergencies. We inadvertently became involved in one such situation. Students and the AFT as well as some other groups were sponsoring a convocation in the center of our campus in which I took part as one of many speakers. Hours later there began a long and complicated incident involving 250 students from the convocation. They decided to move into a nearby meeting of the Faculty Senate to exert pressure on consideration of a topic in which they were interested. A tense situation ensued, during which as moderator, the Ombudsman ran back and forth between podium and crowd, feeling much like an interloper in the sanctuary at a pontifical high mass. In brief, the students settled for discussion rather than disruption, and accepted our assurances

that students would be heard in shaping policy.

Two factors predominated during those potentially explosive moments. The president of the Senate was able to work in the unscheduled speakers under totally unprecedented circumstances, and still maintain the decorum of the Senate, a true tour de force. Secondly, the students accepted guidance in a most realistic and mature fashion, even to the extent of departing when we asked them to in order to permit the Senate to continue its normal business. Had they torn the place apart, their disruption would have been coast-to-coast headline and TV Bulletin news. When they acted in a reasonable and tractable manner, their healthy response passed relatively unnoticed in the media.

This leads me to feel, along with many others, that TV-Radio and the Press are not only reporting campus ferment (often badly), but they are shaping it. For an Ombudsman, who strives to make things work better through existing procedures and orderly reform, it hurts to have recognition and the encouragement of publicity go so exclusively to extremist approaches toward necessary change. More reports are needed from the majority of schools which have learned to solve their problems. It is not enough to infer that they are atypical, apathetic, or just lucky.

CONCLUSION

As this job is divided between individual casework and institutional reform, so a motto for the position might be: "Maximum Service and Significant Change Rapidly." Another university or college with all conditions different, still would find the office serviceable. There can be no single pattern; the assignment is capable of widest changes. "Ombudsman" is the greatest word in projective psychology since "Rorschach": everyone can make of it what he wants. Our cover bird is as wariable as the inkblot.

I am pleased to have worked in this demanding capacity. I hope next year to exchange direct participation for exploration, to study conditions at schools both here and abroad. The emphasis will be to analyze various methods and stages of problem solving, of peaceful resolution of potential or existing conflict, rather than to focus upon disruption itself. Your suggestions and help are solicited.

Please send us any information on similar activities in which you are involved. Include what you consider to be today's greatest problems on campus, and what can be done about them. Would you favor a newsletter being published to exchange experiences? Would you like to explore additional potentials of the job, such as liaison and lobbying?

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